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Dear Educator,

Tallgrass Prairie National Preserve is pleased that you and your class are scheduled to be with us for an Education Day at the one-room schoolhouse on the Preserve. Park Rangers and Volunteers will conduct the program.

Our goal is to have the students experience history by participating in the methods and the environment of learning in a typical day of a rural school circa 1884, the year classes were first held at Lower Fox Creek School. Children will wear period clothing, walk to school and use some of the tools used in those earlier times. The National Park Service will provide period clothing and learning materials. For a full-day session, a sack lunch should be provided by the school district. Period lunch pails will be provided.

During the day students will use copybooks for some of their written work. Making the copybooks in the home classroom will help children learn about the necessity of conserving paper in the nineteenth century and will provide a personalized souvenir for each child. Enclosed are materials and instructions for completing the copybooks. Please have the copybooks completed before coming to the Preserve. If this presents a problem, please let the park know TWO WEEKS before your arrival and we will have the copybooks ready for your session. Some educators prefer to make the copybooks as a class project with their class.

Attached for your review prior to the day of the trip are the following:

1. Schedule
2. What to Bring
3. Rules for Children
4. A Few Tips
5. Why Slates and Copybooks (including instructions for making)
6. Lesson Plans

Note that this year we have more closely aligned our exercises to meet many of the Kansas State Board of Education standards. We are doing real class work to meet current standards in a historical manner and in a historical setting. The chart preceding the Lesson Plans denotes current Kansas curriculum based standards addressed by these lessons. This booklet is for your review so you and your class will be better prepared for this fun and educational experience.

Sincerely,

Tallgrass Prairie National Preserve





# Education Day Schedule

Time	Activity
9:00	Arrive at Barn; Dress in period clothing, put lunch in pails
9:20	Begin walk to school through prairie; Lesson #1 <b>(Nature Walk)</b> ; Complete outside before entering school
10:15	Group pictures in front of school; Bathroom Break
10:30	Opening Exercises <b>(Pledge, Memory Gem)</b> inside school
10:45	Lesson #2 <b>(Reading Lessons)</b>
11:30	1880s School Life (Superintendent)
11:45	Lesson #3 <b>(Math Lessons)</b>
12:30	Lunch/Recess/Bathroom
1:15	Lesson #4 <b>(Spelling Lessons)</b>
2:00	Music
2:15	Lesson #5 <b>(Writing Lessons)</b>
2:45	Depart for home (have bus come to LFCS)





# What to Bring to Lower Fox Creek School

For an all day Education Day experience trip each participant should bring:

1. Outdoor clothing appropriate for the weather. (Period costumes – see notes below.)
2. A sack lunch with foods appropriate for the date represented provided by each respective school district (sandwich, fruit, vegetables, cookie).
3. A bottle of drinking water to be consumed with lunch. (No milk!)
4. A pencil. (No ballpoint pens or markers!)
5. The copybook (see page 6) or notebook paper.

Recommended items for teachers to bring:

1. Additional drinking water (one or two gallons) and paper cups.
2. Baby wipes for cleaning hands.
3. Garbage bags for trash removal.
4. A cell phone for use in case of emergency.
5. Lesson plans, etc. (Craft supplies and playground equipment are optional.)

Lower Fox Creek School Provides:

1. Use of the school grounds, building, and privies.
2. Facsimile textbooks, slates and slate pencils.
3. Appropriate seating for eighteen children and one adult.
4. Portable toilets.
5. A fire extinguisher.
6. A first aid kit
7. Broom & dustpan.
8. A guest book for all visitors to sign.
9. Period costumes consisting of sunbonnets and pinafores for the girls and shirts and vests for the boys.
10. Metal lunch pails for the lunches.

## Notes:

To make the one room schoolhouse experience as authentic as possible, we ask that the children dress in as close to 1880s period clothing as they can.

- For boys, please wear jeans and long sleeve, button up the front shirts. Please do not purchase any clothing items just for this experience. This is not meant to cost parents anything extra. If boys have cowboy boots and hats, they can also wear them as well.
- For girls, please wear a long sleeve shirt, as pinafores provided by the park will cover the main portion of the shirt. Since the park won't be providing dresses, girls need to wear jeans or pants along with their shirts.





## Rules for Children at Lower Fox Creek School

1. The general rules of the visiting school are in effect as always.
2. Children enter the school when the teacher gives permission, not before.
3. Coats and hats belong on the hooks on the wall.
4. Lunches may be placed on the shelves or the floor as space permits.
5. Children should not bring backpacks to Lower Fox Creek School.
6. Only the teacher or assistant may ring the bell.
7. No gum is permitted inside the building.
8. The facsimile textbooks are for reading only. Written work must be done on the slate with slate pencil or in the copybook.
9. After using the privy, dispose of toilet paper in the pit. Clean hands with the baby wipes provided by the teacher inside the school. Dispose of baby wipes in the trash, not in the privy. Hand-sanitizer is provided in the port-a-john.
10. Please leave the building as clean or cleaner than you found it.
11. Please do not wander off into the prairie or cross the highway.

## A Few Tips for the Teacher and Accompanying Adults

1. There are no interior lights.
2. There is no heat or air conditioning.
3. Behind the main (northeast) door to the classroom are the first-aid kit, paper towels, broom and dustpan.
4. The fire extinguisher is behind the same door to the classroom.
5. An adult may open the windows. Be sure to close the windows before leaving.
6. The wood-burning stove is non-operational. Do not attempt to build a fire in it under any circumstances! Please do not lean on the stove or stovepipe.
7. All outdoor play must be supervised. Keep children inside the fenced area, but off of the fence, rock walls, pump, etc.
8. Should you and the children leave the building grounds for part of the day, notify a Park Ranger.
9. Dial 911 on your cell phone in case of emergency and notify the Park Ranger.





## Why Slates and Copybooks?

Before the middle of the twentieth century, paper was a precious commodity reserved for important governmental, business, and scholarly functions. Costly to produce and difficult to ship, paper products were simply too expensive to be used indiscriminately in public schools. Therefore, most seatwork was done with slate and slate pencil. The slate would be checked at recitation time, wiped clean with a soft rag, and then reused for the next study session. The slate pencil, not to be confused with the chalk used on the chalkboard, is a slender rod of pressed clay held like a wooden pencil. Although the slate pencil breaks easily under pressure, it is popular with visitors reenacting a day in a one-room school.

The copybook, pen, and ink were reserved for more permanent work in the last and previous century. The teacher would write a line, perhaps of spelling words or arithmetic problems, in the scholar's copybook, and the scholar would then copy the material repeatedly until the work was committed to memory. This form of rote learning, now deemed as punitive, was then common practice. Juvenile pranks, perhaps born out of boredom and involving the ink well, abound in the folklore of the one-room school. Nevertheless, the use of the copybook can be a valuable part of the school day, and the book itself becomes a souvenir for the youthful visitor. (An eraser-less pencil is recommended rather than pen and ink since pencil is less likely to damage either persons or artifacts.)

Traditionally, copybooks were made by hand using penknife, darning needle, linen thread, and cut paper. Today, the same effect can be achieved using a paper punch, waxed cotton thread or dental floss, and two weights of legal sized paper. The heavier weight stock makes the cover to the copybook; the lighter weight stock makes the pages on which to write.





**Goal:** To make a copybook.

**Materials:**

- Three or four sheets of light to medium weight legal sized copy paper for each book.
- One sheet of heavier legal sized copy paper for each book.
- Waxed thread (cotton or linen) or waxed dental floss.
- Broad winged paper punch or darning needle.

**Procedure:**

1. Select a design for the cover. Include a line for the student's name.
2. Lay out the cover design horizontally, with the back cover to the left and the front cover to the right.

<p style="text-align: center;"><b>(Back of Copybook Cover)</b></p>          <p style="text-align: center;"><b>(Your School and Copyright Date)</b></p>	<p style="text-align: center;">*****</p> <p style="text-align: center;"><b>FRONT OF COPYBOOK</b></p> <p style="text-align: center;"><b>(Optional Picture or Design)</b></p>   <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;"><b>(Student's Name)</b></p> <p style="text-align: center;">*****</p>
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3. Using the heavier of the two legal sized paper stocks selected for the cover, photocopy the cover design for each book to be made.
4. Take three sheets of the lighter weight stock for each copybook. Fold each horizontally precisely in half. Do this separately for each sheet so that the creases will be sharp and the pages precisely divided.
5. Measure precisely one-quarter, one-half, and three-quarters of the way down along the crease of one of these pages. Lightly mark these points with pencil.
6. Place all sheets, including the cover, together with the pencil markings facing you.
7. Use a paper punch or darning needle to produce symmetrical holes where the measured marks are located.





8. Take a length of thread or dental floss about twenty-four inches long. Run it from the middle hole of the page side of the copybook through to the cover side. Leave about six inches hanging inside the book.
9. Run the thread from the cover side through the top hole to the page side.
10. Pass the thread back through the middle hole to the outside of the cover.
11. Pass the thread through the bottom hole from the cover through to the page side of the book.
12. Pick up the excess thread left hanging on the inside and tie a simple square knot to secure the thread.
13. Trim excess thread if desired.

	<p><b>O 2. Pass thread through from outside back, then from inside through #1 again.</b></p> <p><b>O 1. Start thread here from inside. Leave a few inches inside.</b></p> <p><b>4. Tie a square knot with excess thread.</b></p> <p><b>O 3. Pass thread through from outside.</b></p>
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**Product Evaluation:**

Use the copybooks and pencil during your day at Lower Fox Creek School. Each scholar should keep his or her own copy as a memento.

(Thanks to Storowtown Village Museum, West Springfield, Massachusetts, Nancy Powers and Ann Haverstock of Geneva, Illinois for ideas on copybook design.)







# Kansas State Curriculum Standards, 2nd Grade

Language Arts	Standard	Benchmark	Lesson #	1	2	3	4	5	6	7
Reading	1	1	→→→→→		●	●				
	1	2	→→→→→		●	●				
	1	3	→→→→→		●	●			●	
	1	4	→→→→→							
Literature	2	1	→→→→→							
	2	2	→→→→→							
Writing	3	1	→→→→→							
	3	2	→→→→→							
	3	3	→→→→→							●
	3	4	→→→→→							●
	3	5	→→→→→							●
	3	6	→→→→→							●
	3	7	→→→→→							●
	3	8	→→→→→						●	
	3	9	→→→→→							●
Research	4	1	→→→→→							
	4	2	→→→→→							
Mathematics	Standard	Benchmark	Lesson #	1	2	3	4	5	6	7
	1	1	→→→→→					●		
	1	2	→→→→→							
	1	3	→→→→→					●		
	1	4	→→→→→					●		
	2	1	→→→→→							
	2	2	→→→→→					●		
	2	3	→→→→→					●		
	2	4	→→→→→							
	3	1	→→→→→				●			
	3	2	→→→→→							
	3	3	→→→→→				●			
	3	4	→→→→→							
	4	1	→→→→→							
	4	2	→→→→→							





# Kansas State Curriculum Standards, 2nd Grade, continued

Science	Standard	Benchmark	Lesson #	1	2	3	4	5	6	7
Science as Inquiry	1	1	→→→→→	●						
Physical Science	2	1	→→→→→	●						
Life Science	3	1	→→→→→							
Earth and Space Science	4	1	→→→→→							
	4	2	→→→→→							
	4	3	→→→→→							
Science and Technology	5	1	→→→→→							
Science in Personal and Environmental Perspectives	6	1	→→→→→							
History and Nature of Science	7	1	→→→→→							
<b>Environmental Education</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Lesson #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	1	1	→→→→→							
	1	2	→→→→→							
	2	1	→→→→→							
	2	2	→→→→→							
	2	3	→→→→→							
	3	1	→→→→→	●						
	3	2	→→→→→							
	3	3	→→→→→							
	3	4	→→→→→							
	4	1	→→→→→							
	4	2	→→→→→	●						
	5	1	→→→→→							
	5	2	→→→→→							
	5	3	→→→→→							
	5	4	→→→→→							





# Kansas State Curriculum Standards, 2nd Grade, continued

<b>Social Studies</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Lesson #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Civics and Government	1	1	→→→→→							
	1	2	→→→→→							
	1	3	→→→→→							
	1	4	→→→→→							
	1	5	→→→→→							
Economics	2	1	→→→→→							
	2	2	→→→→→							
	2	3	→→→→→							
	2	4	→→→→→							
	2	5	→→→→→							
Geography	3	1	→→→→→							
	3	2	→→→→→							
	3	3	→→→→→							
	3	4	→→→→→							
	3	5	→→→→→	●						
Kansas, U.S. & World History	4	1	→→→→→							
	4	2	→→→→→	●						
	4	3	→→→→→							
	4	4	→→→→→	●						





# Kansas State Curriculum Standards, 2nd Grade, continued

<b>Communications Skills</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Lesson #</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Listening	1	1	→→→→→	●	●	●	●	●	●	●
	1	2	→→→→→	●	●	●	●	●	●	●
	1	3	→→→→→	●	●	●	●	●	●	●
	1	4	→→→→→	●	●	●	●	●	●	●
	1	5	→→→→→	●	●	●	●	●	●	●
	1	6	→→→→→	●	●	●	●	●	●	●
Viewing	2	1	→→→→→	●	●	●	●	●	●	●
	2	2	→→→→→	●	●	●	●	●	●	●
	2	3	→→→→→	●	●	●	●	●	●	●
	2	4	→→→→→	●	●	●	●	●	●	●
	2	5	→→→→→	●	●	●	●	●	●	●
Speaking	3	1	→→→→→	●	●	●	●	●	●	●
	3	2	→→→→→	●	●	●	●	●	●	●
	3	3	→→→→→	●	●	●	●	●	●	●
	3	4	→→→→→	●	●	●	●	●	●	●
	3	5	→→→→→	●	●	●	●	●	●	●
	3	6	→→→→→	●	●	●	●	●	●	●
Information Retrieval	4	1	→→→→→	●	●	●	●	●	●	●
	4	2	→→→→→	●	●	●	●	●	●	●
	4	3	→→→→→	●	●	●	●	●	●	●
	4	4	→→→→→	●	●	●	●	●	●	●
Media Products	5	1	→→→→→	●	●	●	●	●	●	●
	5	2	→→→→→	●	●	●	●	●	●	●
	5	3	→→→→→	●	●	●	●	●	●	●





# #1 A Prairie Walk To The Past

**Subjects:** Social Studies, Science, Environmental Education

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2<sup>nd</sup> Grade as follows

## Science

Standard 1, Science as Inquiry, Benchmark 1 – Students will be involved in activities that develop skills necessary to conduct scientific inquiries.

Standard 2, Physical Science, Benchmark 1 – Students will develop skills to describe objects.

Standard 3, Geography, Benchmark 5 – Students will understand the effects of interactions between humans and physical systems.

## Environmental Education

Standard 3, Benchmark 1 – Students explore the relationships among individuals, groups, cultures, and the environment, i.e., basic interpersonal and problem solving skills.

Standard 4, Benchmark 2 – Students demonstrate scientific inquiry skills.

## Social Studies

Standard 4, Kansas, U.S., & World History, Benchmark 2 – Students understand the importance of the experiences of groups of people.

Standard 4, Kansas, U.S., & World History, Benchmark 4 – Students understand the variety of ways land has been used over time.

## Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.



**Duration:** 30-45 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Outdoors





**Opening:** Today we are going for a walk back in time, a walk much like students on the prairie would have taken to get to school. While we are on our walk, we will need to keep our eyes open for all the different things we will see.

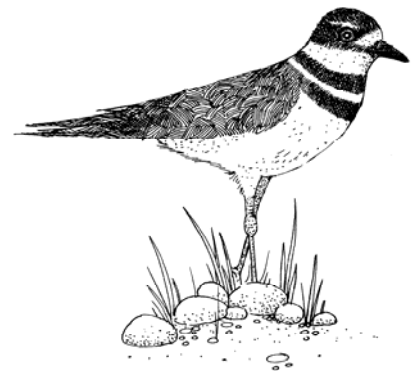
**Objectives:** The students will be able to:

1. Make observations of what is natural and unnatural to the prairie
2. Classify items into the categories of what is natural and unnatural to the prairie
3. Acquire knowledge about historical objects and their uses.

**Materials:**

9-12 natural items, 9-12 unnatural (but historically authentic) items

**Introduction:** For this activity it would be good to use items that are found locally. Some natural items you may wish to use would be things like birds' nests, feathers, snail shells, acorns, pinecones, leaves, antlers, animal skulls, turtle shells, and others. Some common unnatural (but historically authentic) items to use could be bottles, cans, historic tools, horseshoes, toys, period clothing, and other man-made items.



**Procedure:**

1. To begin the walk with the students the teacher explains that some things are naturally found on the prairie and some things are not. If we find something that is found on the prairie, then it is "thumbs up," (make the thumbs up sign with your hand) like a leaf or flower. If it is something that is unnatural or not found on the prairie, then it is a "thumbs down" (make the thumbs down sign with your hand) like a bottle, tool, or toy.
2. The walk to the Lower Fox Creek Schoolhouse begins. The group makes their way out along the trail. As students find something it is pointed out. The students silently make a decision and hold out their thumbs. Then as a group, they discuss why it is "thumbs up" or "thumbs down" and continue down the trail. This is done for each item found on the trail.
3. When the group reaches the Lower Fox Creek Schoolhouse, the teacher and the students can discuss as a group what is natural or unnatural, what is normally found on the prairie and what is not normally found on the prairie. The teacher could then discuss where the items not normally found on the prairie would be better located or used.





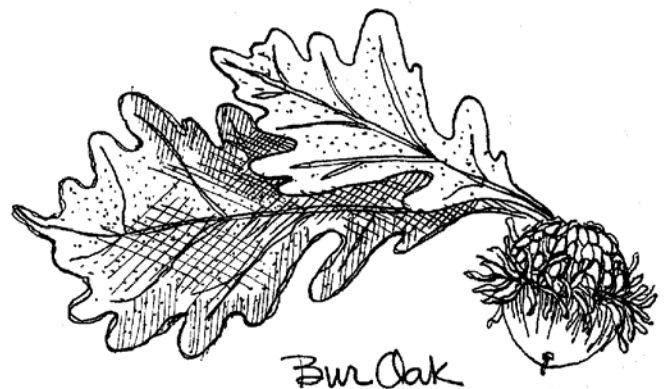
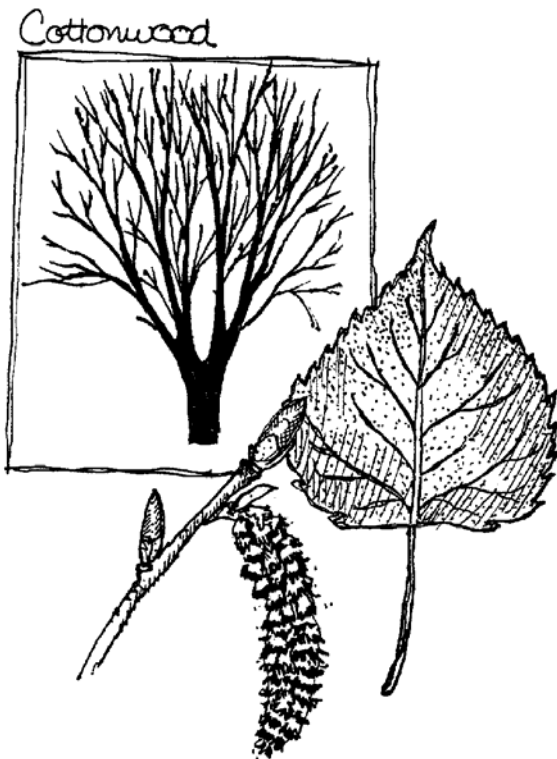
This activity can be adapted to a classroom by taking an imaginary walk and pulling different items out of a bag or box. The instructor can set the stage by making it into a story format while pulling items out of the bag, for example “then we continued down the hot trail and behind a tree we saw....”

**Closure:** On our walk we talked about things that are found on the prairie. Who can show me the sign for things found on the prairie? We also talked about things that are not found on the prairie. Who can show me the sign for things that are not found on the prairie? Most of the time, things that are “thumbs up” are good for the prairie and those things that are “thumbs down” are not good for the prairie, but might be good somewhere else.

**Evaluation:** The teacher is able to evaluate the students in the field by watching for the appropriate signs (thumbs-up or thumbs-down).

## Extensions:

1. Draw a picture of an item found on the prairie and an item not found on the prairie.





# The Memory Gem

**Goals:** One of the purposes of American public education has always been the instilling of social values, morals, and healthy practices. Today such instruction often takes the form of social studies or "wellness" classes. In the day of the one room school it typically belonged in the part of the day dedicated to copy work and recitation. For a modern class visiting the one room school, such copy work also acquaints students with the use of slate and slate pencils.

## Materials:

- Sample memory gems are scattered throughout the various levels of the *McGuffey's Eclectic Readers*, including "How Doth the Little Bee," (*Second Eclectic Reader*, p. 48), "Beware of the First Drink" (*Third Eclectic Reader*, p.111) and "Try, Try Again" (*Fourth Eclectic Reader*, p. 28).
- Others can be taken from poetry anthologies, volumes of famous quotations, or philosophic texts, such as Emerson's "Self Reliance."
- Slate and slate pencils, chalk and chalkboard.

## Procedures:

- For the memory gem exercise the teacher writes a single short passage or poem on the chalkboard before the students arrive in the morning. This will give students opportunity to read the memory gem upon entering the classroom.
- Following the Pledge of Allegiance, the teacher asks the students to remove their slates and rag erasers from their desks.
- A volunteer can distribute slate pencils to anyone who does not already have one.
- Next, the students copy the memory gem exactly as it appears on the chalkboard without breaking the slate pencil.

## The Song of the Bee

Buzz! buzz! buzz!  
This is the song of the bee.  
His legs are of yellow;  
A jolly good fellow,  
And yet a great worker is he.







## #2 Making Words

**Subjects:** Reading

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2<sup>nd</sup> Grade as follows

### Reading

Standard 1, Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Standard 1, Benchmark 2: The student reads fluently.

Standard 1, Benchmark 3: The student expands vocabulary.

### Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.



**Duration:** 20 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors

**Opening:** This lesson is a word construction game.

**Objectives:** Students will identify and list words from a collection of letters or a longer word.

### Materials:

Chalkboard, copybook, & chalk or pencil

**Introduction:** A collection of letters or a long word is written on the board. The students are asked to put some of the given letters together to make words. Words of 9-14 letters can provide many different letters to choose from.



**Procedure:**

1. Write several letters or words on the chalkboard.
2. Give students time to look at the letters and identify words that can be made using those letters. For example, the word "assignment" can produce "men," "sign," "as," "am," "sent," "sing," and "man." The letters "t, l, o, p, r, s, e, a" can be put together to form "lot," "pot," "rot," "sat," "rat," and "set," for example.
1. The words are recorded on the board, while the students record them on paper.
2. State the rules beforehand:
  1. No adding letters to make words
  2. No using letters more than once in a word unless there are enough examples of that letter available (i.e. no using "e" twice unless you have two of that letter), and
  3. No words that are unacceptable in school are to be used.
5. During the word identification process, point out such things as word families ("lot, pot, rot," for example), words that rhyme, words that use the same base word ("help, helps, helped"), and words that use the same prefix or suffix.

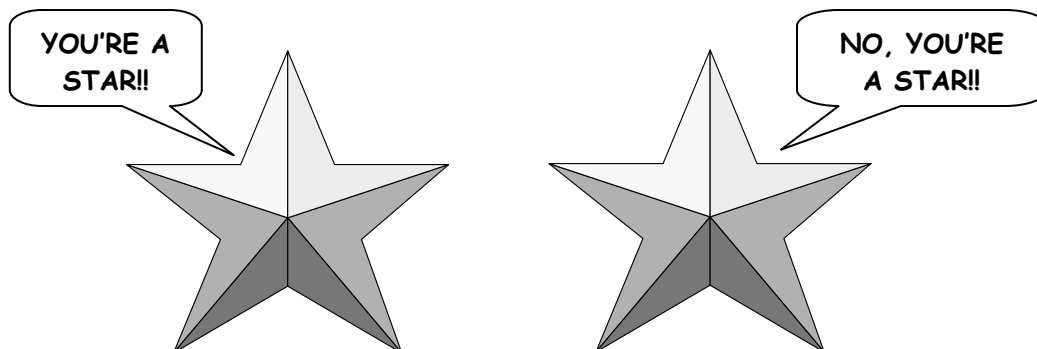


**Closure:** Once a target number of words is reached or time runs out, the activity is over. The students will likely want to count how many words they were able to identify. Word lists can be collected to check on how many words the students listed.

**Evaluation:** Are the words grammatically correct? Are they spelled correctly? Did the students list the required number of words? Are the words acceptable for a school setting?

**Extensions:** How is reading different today than in Mr. Jones' time? What would your life be like in the future if you did not know how to read?

\*This lesson was inspired by the website: "Marc Sheehan's Lesson Plans Page" [www.halcyon.com/marcs/lessons.html](http://www.halcyon.com/marcs/lessons.html)





# #3 Placing Words

**Subjects:** Reading

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2<sup>nd</sup> Grade as follows

## Reading

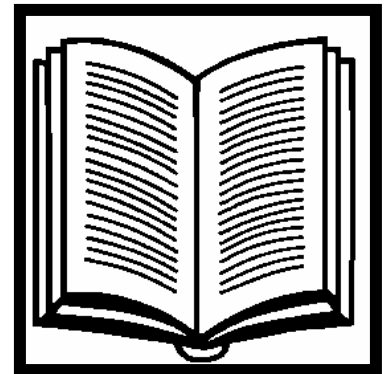
Standard 1, Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Standard 1, Benchmark 2: The student reads fluently.

Standard 1, Benchmark 3: The student expands vocabulary.

## Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.



**Duration:** 20 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors

**Opening:** This lesson is a words-in-context activity. We will choose words from our McGuffey Readers and see how they fit into different sentences and paragraphs.

**Objectives:** Students will be able to:

1. Learn new vocabulary words
2. Use newly learned words in sentences
3. Place words in sentences and paragraphs in their proper context

## Materials:

McGuffey Reader, Chalkboard, Copybook, Chalk or Pencil

**Introduction:** Students will be able to identify possible words that make sense in a sentence or passage. Students will learn to read through an entire paragraph and determine what words make sense in context with the others in the paragraph.





## Procedure:

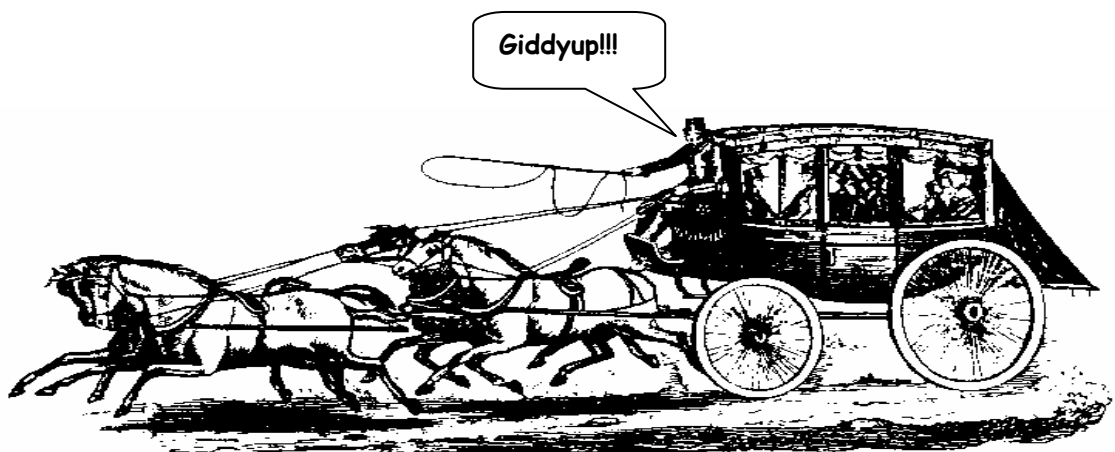
1. Teacher begins lesson by writing several words on the chalkboard from the McGuffey Reader.
2. Teacher then writes a sentence with specific words left out.
3. A student is then called on to select words from the list to fit into the sentence and then reads the sentence aloud.
4. This process is repeated as many times as there are words to choose from or attention in the class.
5. Then the teacher hands out to each student a paragraph taken from a McGuffey Reader, with several words left out and blanks in their place. A list of words is provided to fill in the blanks.
6. The students are given some time to fill in the blanks with the words from the list.
7. When time is called, the teacher selects one (or several) of the students to read the paragraph aloud.



**Closure:** The activity ends once the correct words are placed in the sentences and in the paragraph.

**Evaluation:** Teacher will be able to hear how the students are reading the sentences and paragraphs and if the chosen words make sense.

**Extensions:** Teacher can ask the students to draw a scene from the paragraph they just filled in with words.





# #4 Hold & Fold

**Subjects:** Math

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2<sup>nd</sup> Grade as follows

## **Mathematics:**

Standard 3, Benchmark 1: The student recognizes geometric shapes and describes their properties using concrete objects in a variety of situations.

Standard 3, Benchmark 3: The student recognizes and shows one transformation on simple shapes and concrete objects in a variety of situations.

## **Communications Skills**

By participating in this lesson, students will meet multiple Communications Skills standards.

**Duration:** 20-35 minutes

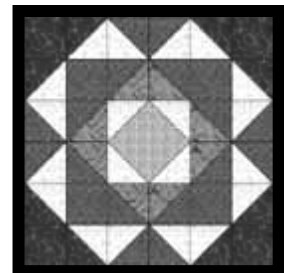
**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors

**Opening:** This lesson is a geometry game.

**Objectives:** The students will be able to:

1. Practice identifying shapes.
2. Study the relationship of shapes to one another.
3. Practice addition and subtraction facts and processes.
4. Develop speed and accuracy when adding and subtracting.
5. Understand the concepts of adding and subtracting.



## **Materials:**

4" x 4" paper squares, enough for entire class  
Slates and slate pencils

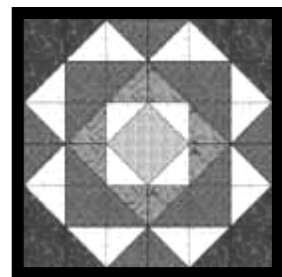




**Introduction:** By folding a square of paper in several predetermined ways, children investigate and record the different shapes they can make. This activity gives children valuable experience with learning about how shapes relate to one another.

**Procedure:**

1. Distribute the 4" x 4" squares to each student.
2. Have the students fold the paper once to form a rectangle and go over the characteristics of a rectangle. Then have the students fold the paper in the other direction, forming another rectangle.
3. Have students then unfold the paper to its full square shape and then fold the first two corners of the square down as if folding a paper airplane. Go over the characteristics of a pentagon.
4. Have students then fold the remaining two corners to make a square smaller than the first one. Go over how a square is still a square, no matter how it's turned.
5. Now introduce the lesson: "Today we're going to investigate the shapes you can make by folding your paper different ways. The only rule is this, you can fold your paper on one, two, or more folds, but only on the folds we've already made. You can't make any new folds. Trace the different shapes you find on your slates. You'll work with a partner, tracing your shapes on your individual slates."
6. Have students use slates and slate pencils for tracing shapes. Ask the students to estimate how many shapes they could find. (There are 9 shapes possible, counting the original square.)
7. Have students begin tracing the different shapes they can make with their folded squares.
8. After students have had a chance to trace shapes on their own, ask for volunteers to come up to the front of the class and trace their shapes on the chalkboard, the entire class identifying the shapes and their characteristics as they go.



**Closure:** During these exercises, students were able to demonstrate and practice a wide range of geometrical concepts and ideas in a fun, engaging environment.

**Evaluation:** The teacher is able to evaluate the students as they make and trace their shapes.

**Extensions:** Challenge students to take their squares home and play and practice making the shapes with their families.

Inspiration for this activity came from the website: "Math Solutions"

[http://www.mathsolutions.com/mb/content/newsletters/fall\\_97\\_nl\\_3.html](http://www.mathsolutions.com/mb/content/newsletters/fall_97_nl_3.html)





# #5 Money, Money, Money

**Subjects:** Math

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2<sup>nd</sup> Grade as follows

## Mathematics:

Standard 1, Benchmark 1: The student demonstrates number sense for whole numbers, fractions and money when using concrete objects in a variety of situations.

Standard 1, Benchmark 3: The student uses computational estimation with whole numbers and money in a variety of situations.

Standard 1, Benchmark 4: The student models, performs and explains computation with whole numbers and money using concrete objects in a variety of situations.

Standard 2, Benchmark 2: The student uses symbols and whole numbers to solve addition and subtraction equations using concrete objects in a variety of situations.

Standard 2, Benchmark 3: The student recognizes and describes whole number relationships using concrete objects in a variety of situations.



## Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.



**Duration:** 20-35 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors

**Opening:** This lesson is a basic money identification and counting activity.





**Objectives:** The student will be able to:

1. Recognize the relative value of penny, nickel, dime, quarter, and dollar.
2. Writing amounts of money using \$ and signs and the decimal point
3. Show how different combinations of coins equal the same amounts of money.

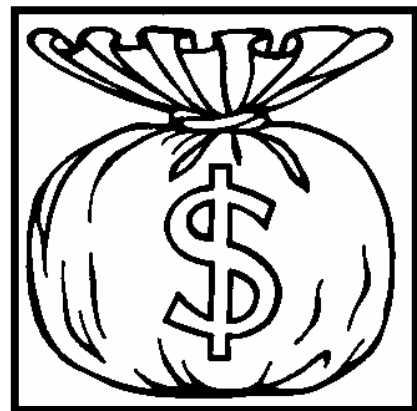
**Materials:**

Oversized display set of classroom money  
Play money (10 pennies, 10 nickels, 10 dimes, 5 quarters per student)  
Sheet of paper entitled "Piggy Bank" for each student to use.  
Five different money challenge cards per pair of students  
Copybook and pencils for students

**Introduction:** By handling the oversized coins and using their counting and estimating skills, children will begin to gain an appreciation for the different coin amounts and how they relate to each other.

**Procedure:**

1. Teacher uses the set of large coins to display, identify, and compare the heads and tails sides, as well as the value, of each coin.
2. Have the students sort their play money into piles of similar coins. Lead the students to determine the total value of each pile by counting in unison, count the penny pile by ones, the nickel pile by 5's, the dime pile by 10's, and the quarter pile by 25's.
3. Model various examples of counting combinations. Point out that it is often easiest to start with the coin of greatest value.
4. Write an amount on the chalkboard up to 99 and ask students to use their play money to show that amount with their coins on their "piggy banks." Discuss the different combinations of coins the children used to show the amount. Determine who used the fewest or most coins. Point out that there can be different ways to make the same amount of money. Repeat several times, using different amounts of money.
5. Then have students pair up with a partner and sort their play money. After sorting, one partner picks a card from a pile of money challenge cards placed face down between the two players and reads it to the other partner.
6. Together the two players follow the instructions on the card, making the different money combinations. On a piece of paper, the child who did not choose the card writes down the amount and records what they did with the coins
7. The partners switch roles as they continue the activity, choosing another card until all the challenge cards have been read.







**Closure:** During this lesson children had the chance to interact with different amounts of money and to practice counting and estimating. They also had the chance to explore the different coin relationships on their own with a partner.

**Evaluation:** Teacher circulates to ensure student comprehension and provide assistance where needed.

**Extensions:** What can certain amounts of money buy in the past that it cannot buy nowadays?



The Lower Fox Creek School was built in 1882 and held its first class in 1884. Classes were held here until 1930.





# PIGGY BANK





# #6 Spelling Bee



**Subjects:** Spelling

**Grades:** 2nd

**Kansas State Curriculum Standards Met:** 2nd Grade as follows

## Reading

Standard 1, Reading, Benchmark 3: The student expands vocabulary.

Standard 3, Writing, Benchmark 8 (Indicator 4): The student correctly spells commonly used words.

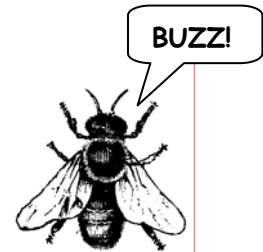
## Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.

**Duration:** 30-45 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors



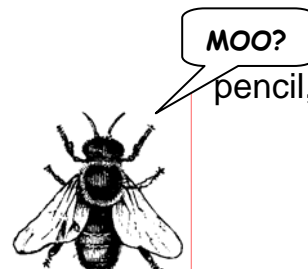
**Opening:** Today we are going to practice our spelling skills using the book that was available to students in 1884. It was called the McGuffey Eclectic Speller. We may learn some new words. We will also pay attention to how the words are used in sentences.

**Objectives:** The students will be able to correctly spell common words.



## Materials:

McGuffey Eclectic Speller, Slate, slate rag, chalkboard, chalk, & eraser





**Introduction:** For this activity we are using spelling materials used in a typical one-room schoolhouse in the 1880's.

**Procedure:**

1. Select a list of words from McGuffey's Eclectic Spelling Book or from words currently being studied in the classroom.
2. Assign students to copy words and definitions either on slates or in their copybooks and to study each word carefully.
3. Announce there will be a large group activity at the end of the study period using the words in the spelling list.
4. At the end of the study period (15 minutes or so) do the following:

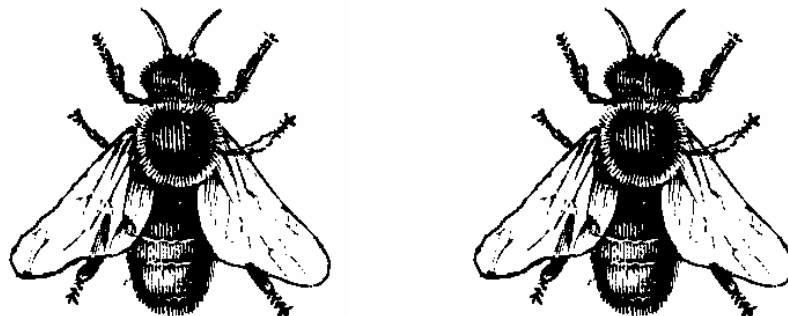
**Spelling Bee**

Students close their Spelling Books and copybooks or erase their slates. All stand. The teacher reads from the assigned list providing correct sentences for each. In turn, the individual student must correctly spell the word from the list. Anyone who fails to spell a word correctly is "out" and must sit down. He or she does not get another turn. The last students standing when all words have been exhausted are the winners and may be awarded a prize if the teacher so desire.

**Closure:** During this lesson we practiced our spelling skills. Proper spelling is important in order to get the correct message across to others and it marks you as an educated person who may have something important to say. Do you think you would be a better or worse speller than you are today if you went to this school with Lutie in 1884? Does an older or younger brother or sister help you with your spelling?

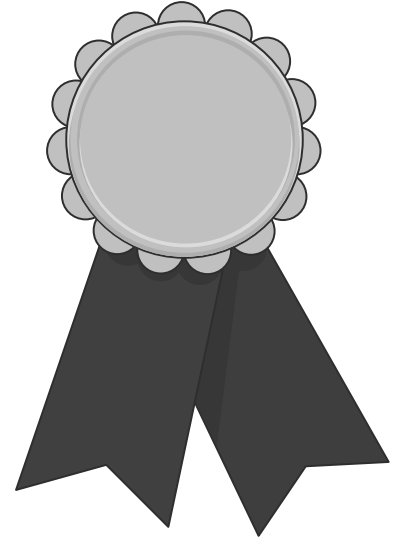
**Evaluation:** The teacher is able to evaluate the students during the spelling bee.

**Extensions:** How is spelling different today than in Mr. Jones' time? Do you think we use words that little Lutie would not have heard of? What are some examples?





# #7 Writing & Drawing Reflecting & Remembering



**Subjects:** Writing

**Grades:** 2nd

**Kansas State Curriculum Standards Met:**  
2<sup>nd</sup> Grade as follows

## Writing

Standard 3, Benchmark 3: The student uses ideas that are well developed, clear, and interesting.

Standard 3, Benchmark 4: The student will use organization that enhances the reader's understanding

Standard 3, Benchmark 5: The student uses authentic and appropriate voice (writes expressively, writes with an awareness of the reader).

Standard 3, Benchmark 6: The student uses effective word choice.

Standard 3, Benchmark 7: The student uses clear and fluent sentences

Standard 3, Benchmark 9 (Indicator 1): The student writes for a specific purpose and audience.

## Communications Skills

By participating in this lesson, students will meet multiple Communications Skills standards.

**Duration:** 30-45 minutes

**Group size:** 18 (the maximum number of students that can fit inside the Lower Fox Creek Schoolhouse)

**Setting:** Indoors

**Opening:** During this lesson we will look back at what we've done today and use our imaginations to create a special "Memory Treat" of what we did today.

**Objectives:** The students will be able to use basic writing skills and artistic creativity to communicate what they have learned and their impressions to a target audience.





## Materials:

Copybook, pencils, paper

**Introduction:** Students are to use this lesson as an opportunity to reflect on their entire experience on the prairie and use the opportunity to exercise their creativity.

## Procedure:

1. The teacher will lead a discussion with the entire class, recalling some of the day's experiences and ideas before beginning the written exercise.
2. Have the students then write a short letter TO THEMSELVES of at least three to five sentences describing some of what they liked from today's experience.
3. Have the students use vivid descriptions (adjectives) and other creative writing techniques.
4. When the writing portion of the lesson is done (after approximately 15-20 minutes), pass out a blank sheet of paper and spread pencils about the class.
5. Have the students then use the remaining time (approximately 15-20 minutes) to draw a picture of a scene or an item that they would like to remember after they return to school.
6. Have the students write their names on their letters and drawings and hand them in. Let them know that their letters and drawings will be sent to their teacher in two or three weeks. Then when the students receive their letters and pictures at school, they can relive their day on the prairie all over again.



**Closure:** During this lesson we used our imaginations to write a letter to help us remember our trip to the prairie. We also used our imaginations to draw an interesting picture to help us remember our day in a one-room schoolhouse on the prairie.

**Evaluation:** The teacher is able to evaluate the students by the words used, the spelling, the quality of the handwriting, the ability to effectively communicate the desired message, and by the relevance of the pictures being drawn.

## Extensions:

1. How do we communicate today that is different from the 1880s?
2. How do we make pictures today differently than in the 1880s?

\*Inspiration for this lesson came from "Writing a Letter," in Sharing the Joy of Nature by Joseph Cornell.





# TAKE HOME ACTIVITIES

## Scavenger Hunt

Spend some time (an hour, day, or a week) identifying, finding or locating these items. Study them closely. Notice all you can about them. Draw a picture of one of the items or write a short story with one of the items in it:

1. A feather
2. A piece of bark
3. An oak leaf
4. A thorn
5. A bone
6. Three different kinds of seeds
7. Something round
8. Part of an egg
9. Something fuzzy
10. A piece of fur
11. Five pieces of man-made litter
12. Something perfectly straight
13. Something beautiful
14. Something that makes a noise
15. Something white
16. Something colorful
17. Something that reminds you of yourself or a loved one
18. Something hard
19. Something soft
20. A big smile

## Micro-Hike

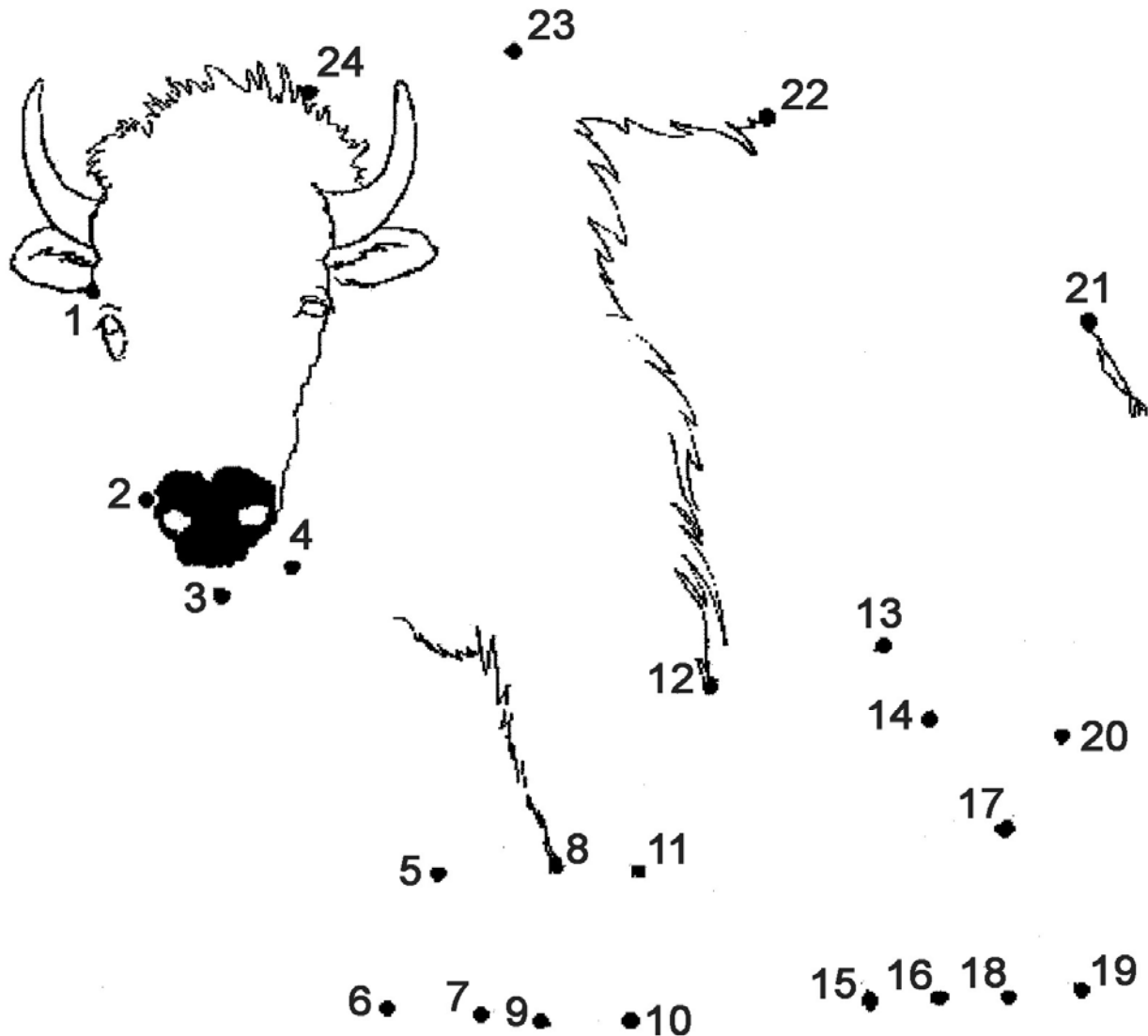
Measure out a string 3 to 5 feet long and stretch it over a piece of interesting ground. Take a magnifying glass (or use just your eyes) and imagine you're the size of an ant. Keep your eyes no more than 1 foot off the ground. Creep slowly inch by inch over the ground, taking in all the many details of this tiny world. Imagine what our world must look like to the tiny creatures that live here.





## Dot To Dot Picture

Complete the picture to see who once roamed the prairie. Feel free to color in your picture when you're done.



Can you name other animals that no longer live on the prairie? Where might you find these animals today?







## Word Search

Find the words in bold print



Big **BLUESTEM**  
**TALLGRASS** Prairie  
 National Park **SERVICE**  
**LIMESTONE**  
**PEOPLE** of the Southwind  
**PARK RANGER**  
 Prairie **FIRE**  
**JUNIOR RANGER**  
 Stone **FENCE**  
 Ranch **HOUSE**

**BISON**  
**COWBOY**  
**FLINT** Hills  
**PRAIRIE**  
 Spring Hill **RANCH**  
**BARN**  
 Lower Fox Creek **SCHOOL**  
 American **ELM**  
 Kansas Park **TRUST**  
 Stephen F. **JONES**

**FARM**  
**COW**  
**HORSE**  
**RAIN**  
**INDIAN**  
**SPRING**  
**SOIL**  
 Wild **INDIGO**  
**OSAGE** Nation  
**TINROOF**

Can you write a story about the Tallgrass Prairie National Preserve using some of the words you found?

